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Montana Journal

Association for Health, Physical Education, Recreation and Dance

Fall 1989

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Montana Journal of Health, Physical Education, Recreation and Dance

Autumn 1989

Editor
Clarence "Gene" Burns

Published by
Montana Association for Health, Physical Education, Recreation and Dance

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Cover Photograph: Hispanic Little League teams competing on a Saturday morning on Billings's southside (Source: *Montana Magazine*).

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DANCE

MAHPERD

Autumn 1989

Montana Association for Health, Physical Education, Recreation and Dance

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Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

Permission to reprint material from the ***MAHPERD Journal*** *may be granted by contacting the editor.*

MAHPERD Business

From the Editor...

I hope you all experienced an enjoyable and productive summer. Was I the only one who intended but failed to get my house painted during what seemed an extremely short and busy summer? Perhaps next year!

Since this is only my second edition of the *Montana Journal*, I wish to repeat my message of the previous edition as I want all of you to fully understand my professional intentions as editor. Before doing so, however, I would like to share with you an idea that was presented to me while attending an editors' workshop at the Northwest Convention last March. The idea has merit and with your help it may become reality.

Since returning from Boise, I have been attempting to solicit suitable statewide business firms to become the official sponsor for the *Montana Journal*. What this means is that in return for 2-3 full-page ads in each edition (promoting themselves as well as MAHPERD), the sponsor agrees to fund the printing cost of the journal The printing costs now exceed $800 a year. By sponsoring the *MontanaJournal*, the firm in question will not only receive extended advertising exposure, but will also engage in progressive public relations by virtue of supporting what I hope we all believe is a worthwhile and reputable association. MAHPERD, in return, can utilize the savings where appropriate. Thus far I have experienced no success in promoting this idea in the Missoula area. Do you know of any business firm that may be interested in this type of relationship? If so, please contact me so that I can contact them. This idea is not as far-fetched as it may sound as several state association periodicals in the Northwest are already engaged in such a proposal. I will continue to search for a suitable sponsor, but if you have any suggestions, please notify me. With this in mind, I would now like to repeat my thoughts of last Spring.

My foremost goal is to enhance the professional integrity of the *MontanaJournal* consonant to that of other state publications. To achieve this goal I will need your help as active participants. Send me your comments, criticism, and ideas. Send me important news and information. Send me photographs, book reviews, and manuscripts. Let me know what is taking place out there in health, physical education, recreation, and dance. The journal will only be as good as its contents. Our collective goal should be to stimulate interest, increase knowledge, promote personal and professional awareness, and develop understandings relative to issues and concerns pertaining to "our" profession.

What direction would I like to see the journal take? In addition to functioning as the traditional newsletter, I would like to see the publication include more professional writing. Remember, the *Montana Journal* is cited as a pro-fessional periodical in the *Physical Education Index*, a worldwide reference text available in college and university libraries. Authors and articles are indexed for easy reference and recovery. I strongly encourage professionals at "all levels" and with "contrasting backgrounds and varying interests" to submit manuscripts for possible publication in the journal. If enough professional writing interest is generated, I would very much like to establish an editorial review board thereby

validating the *Montana Journal* as a refereed periodical. Such a conversion, however, will be entirely up to you. Are you engaged in professional writing? If so, please consider publishing with the *Montana Journal.*

Funding is always a significant variable in regard to producing a blue-ribbon periodical. Materials, typing, printing, binding, colored features and photographs, and a distinctive cover jacket are all costly. Therefore, to supplement limited association funds, I have invited select publishing companies and Montana schools of higher education to advertise their textbooks and academic programs in the journal for a small fee. Any and all fees collected as a result of this arrangement will be directly invested in journal improvements. At the time of this writing, however, response rate has been poor. If you are aware of any suitable organization that would be interested in this proposition, please put them in touch with me.

Again, let's make the *Montana Journal* first rate. I ask and encourage administrators, school counselors, coaches, wellness directors, health personnel, recreation and dance specialists, teachers, students, and other professionals to take an active role in helping me upgrade the *Montana Journal.*

Have a great year! See you at the convention.

Clarence "Gene" Burns, Editor

Department of Health &
Physical Education
University of Montana
Missoula, MT 59812

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What Kind of Member Are You?

Some members are like wheelbarrows. They have to be pushed.
Some members are like canoes. They have to be paddled.
Some members are like kites. They will fly away if not kept on a string.
Some members are like footballs. You don't know which way they will bounce.
Some members are like balloons. They are hard to blow up or are full of wind.
Some members are like semi-trailers. They have to be pulled.
Some members are like lights. They keep going on and off.
Some members are like the North Star. They are there when needed and are a guide to others.

What kind of member are you?

President's Message

Dear MAHPERD Members,

A new school year is once again upon us. As we get into a busy year of teaching and coaching, we need to reflect upon our professional commitment.

MAHPERD, our professional association, is making some changes. The Board is ever-changing and some of the faces we've seen for many years will now be members only. Emilee DeKam and Helen Crest, two of our very good leaders, are stepping down. Their very knowledgeable leadership will be replaced with new. Bob Williamson, PEPI also wants to step down. The Board and MAHPERD will definitely miss these three greats.

Changes mean new commitment is needed on your part. Our association is only as good as its working members. So, get involved and help lead us to more and better.

Northwest District has made a change and is now helping their states through a leadership conference. Each state sends four members to learn from the NW leaders. Our four MAHPERD members are Linda Paul, Dee Ann Beuhler, Roger DiBrito, and Scott Richter. They are each interested, caring professionals. They, along with the reps from Idaho, Washington, Oregon, and Alaska, will meet at Camp Larson in Idaho at NW's expense for a full day of intensive leadership skill training.

At National (AAHPERD), Applied Strategic Planning (ASP) is being focused upon. This plan reflects needed, future goals, to be accomplished in one to five years and is added to as future direction indicates.

Carol Soleau, Oregon and NWD's Applied Strategic Planner, worked with Roger DiBrito, Mike Fischer, and myself on MAHPERD's ASP. This plan will be presented to our Board and will be voted upon at our Fall pre-convention meeting. The plan will give specific, working goals in a time frame, in addition to the state convention for future MAHPERD presidents and board.

The future is bright for those individuals truly wanting to be professional. Being an active member at the state, district, and national level is very rewarding. Do make the commitment to be a working, caring professional! See you this fall in Great Falls. *Jeri Domme*, President

The Resource

SUPPORT YOUR JOURNAL

If you do not think about the future, you cannot have one.

--John Galsworthy

MAHPERD Articles

THE AAHPERD YOUTH FITNESS TEST AND PHYSICAL BEST: WHAT IS THE DIFFERENCE?

A.W. Miller, Ph.D.
University of Montana

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) has published a physical test to measure fitness since the year 1958. Their first fitness test manual was titled the AAHPERD Youth Fitness Test. There have been five revisions since then but the main concept of the test has remained the same, to measure fitness. In 1988 AAHPERD published a new test titled Physical Best. This new test is an updated revision of the initial test, but again the focus of the test has remained the same, to measure fitness. There has been much discussion concerning this revision, and some apprehension about adopting the new test. Testers and educators may find there is little difference between the items of the two tests but possibly, a philosophical difference in the approach and in the interpretation of the results. An attempt will be made to examine the similarities and differences of the two tests and provide information to the reader to allow a more objective interpretation of the new test.

The AAHPERD Youth Fitness Test is a criterion-referenced and a norm-referenced test. The items of the test must be accomplished to a specific standard in order to be evaluated and then the results are compared against national averages to determine a student's rating or standing. Students ware grouped with other students in their age category and their scores are interpreted in percentile ranks in relation to national averages from the past years. There are six items to the test. Listed below are the items and their intended purposes. They are:

1. The pull-up (male) / flexed-arm hang (female) is intended to measure arm and shoulder girdle strength.
2. The flexed leg sit-up is intended to measure the abdominal and hip flexor muscles.
3. The shuttle run is intended to measure speed and change of direction.
4. The standing long jump is intended to measure explosive muscle power of the leg extensors.
5. The 50-yard dash is intended to measure foot speed.
6. The 600-yard run is intended to measure cardiovascular endurance.

The AAHPERD Fitness Test is an attempt to measure fitness and, in turn, improve fitness in youth. There are three test items to measure muscle strength or power; an upper body strength test, a mid body strength test, and a lower body strength test. There are two test items to measure running speed, and there is one test item to measure cardiovascular or aerobic endurance. These items were selected because it was determined that they were the best possible component measurements of fitness that were capable of being administered in an expedient, simple field test.

The Physical Best Test, also developed by AAHPERD, is a fitness assessment program to motivate children to do their physical best. There are three components

to the program. They are (a) a health-related fitness assessment, (b) an educational component, and (c) an awards program to reinforce behavior and recognize personal achievement.

The health-related fitness assessment components and their intended purposes are listed below.

1. The one-mile walk/run which is intended to measure aerobic endurance.
2. The sit and reach test which is intended to measure flexibility of the lower back and hamstring muscles.
3. The modified sit-up which is intended to measure abdominal strength/endurance.
4. The pull-up which is intended to measure arm and shoulder girdle strength/endurance.
5. The degree of body fatness which is to be measured by the sum of the triceps and the calf skinfolds.

The educational component is an emphasis on teaching students about fitness, the values, the advantages, and the reasons. There is an educational kit that contains lesson plans on each of the five components, activities to improve in those areas, motivational techniques for students, report cards, letters to parents, and a personal recognition card for students. The educational component was developed to provide students some knowledge and information form which they could develop their own fitness goals based on their current fitness level and their capabilities for improvement.

The awards component was designed to motivate all children to engage in the fitness program to do their physical best. The swards are based on improvement and attainment of the personal goals. There is an attempt to provide awards for extrinsic motivation purposes and to allow personal goals for intrinsic motivation purposes. It is hoped that students will view this awards process as a positive indicator of their level of fitness. This positive reinforcement should motivate students to continue in the program. Success will breed continued participation and future success. With guidance, students can set more difficult, attainable goals which will drive them to improve their fitness levels and give them the confidence to continue this process throughout their lives.

There are advantages and disadvantages to the two tests and I will try to enumerate a few of them. The AAHPERD developed the Physical Best program to upgrade the test and bring the focus more into tune, I feel, with the 1980s and 1990s. It was designed to motivate all children to participate in physical activity and to motivate to do their physical best, no matter what level. The award system is designed to recognize the achievements of all students and not just the achievements of the exceptional students. It becomes more of a personal test based on input from the student and the teacher. The approach is a concepts approach. This means that the more understanding someone has about something the more they are likely to undertake and achieve that something or achieve their goals. The program is an attempt to develop fitness and not just measure it. Fitness is intended to be a lifetime activity that students practice throughout their lives always striving to maintain or improve.

Disadvantages exist as well. Some educators feel that since all students, or almost all students, receive an award, it diminishes the strength of the award. Recognition of all provides no incentive to achieve and excel. It is also very costly for a school system to purchase awards for all their students. This means a badge for every student and/or a certificate for every student. Some budgets are not even able to satisfy their equipment demands and these other yearly expenses may seem a misdirection of funds. The schools must also purchase skin calipers and flexibility boxes which are needed for the test. Educators must be trained to gather accurate information or the results are of no value. New manuals must be purchased, new procedures must be learned, and new attitudes must be developed. All the new changes are added workloads on an already busy teacher's schedule. Change is never easy, especially when it is received in a less than positive fashion.

What has not changed however is that the same number of children must be tested as before. The number of components or test items is relatively the same. And, the number of testings per year is relatively the same. Physical educators can still use the test as an indicator of their students' progress and view the strengths and weaknesses of their programs. Areas can be targeted throughout the school year and identified for improvements. The focus can be high- or low-keyed based on the input from students and teachers. The AAHPERD has established goals in the categories and these goals can be used as motivators when necessary. Educators can compare scores within their schools or within their district if they desire. One is always able to compare scores with other areas if competition is the goal.

There are differences between the two tests and there are similarities between them as well. The AAHPERD has made an attempt to improve the measurement of physical fitness and at the same time motivate students to attempt and continue participation in physical fitness. The goals are short-term and long-term in nature. Physical educators are in the midst of the change now and must make educated decisions based upon their school's philosophy, their personal philosophy, and what they feel is best for the students in the long run.

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THE USE OF PLAY IN EARLY ELEMENTARY CLASSROOMS

Tammy L. Olinger
and
Scott A.G.M. Crawford
George Mason University

Historically, play has been looked upon as relatively unimportant. Recently, however, educators and psychologists have realized that play is actually one of the most important aspects in a young child's life. With the increasing pressures of life placed even on young children, play is more important than ever. This paper will look at what play is and how it can be used to better foster the growth and development of children, especially at the first and second grade levels.

What is Play?

Webster's Dictionary lists eight definitions for the word "play." It is many different things to many different people. They type of play we will discuss is defined as "to amuse one self in recreation" (*Webster's*). Another appropriate definition is "Play is the eager engagement in pleasurable physical or mental effort to obtain emotional satisfaction" (Sheridan, 1977). People of all ages play in many different ways. There is no one definition that really captures the complete essence of playing. Researchers have agreed upon a common set of characteristics that are typical of play behavior. These are:

1. Intrinsically motivated and self-initiated.
2. Process-oriented
3. Non-literal and pleasurable.
4. Exploratory and active.
5. Rule governed. (Isenberg and Quisenberry, 1988).

Children need a healthy play environment. The active, non-literal and pleasurable aspects of play have often been discouraged in the classroom. Play used to be considered as inappropriate for a learning environment.

The Puritan Work Ethic shaped our views on play and recreation for a long period of time. Today these views are changing and much more of an emphasis is being placed on play. On the other hand, the pressure to succeed is also greater than ever. Even first and second graders are feeling this pressure. The war cry for education seems to be "back to basics" and yet many educators argue that play must not be squeezed out for it is an effective tool for cognitive, social, emotional, and physical growth.

Play and Development

Theorists say that play has an important role in all areas. Different theorists say that it is important for learning to live with everyday life, mastering emotional problems, cognitive growth and socialization. Play brings opportunities for learning social behaviors. Children identify with these behaviors and act them out in their play. We have all seen children play such games as house, doctor, going to the store, having a party, etc. This type of imaginary play allows children to model adult social behaviors. They can also be spontaneous, free, creative, and adventurous. Play also aids all kinds of cognitive development. Every play situation is a learning experience for a child. Play is constantly opening their minds to new knowledge and situations. Using play as a learning tool can allow the child and the teacher a more pleasant experience. When children feel they are playing, their attention span is longer and they may get a more creative and better understanding of the material. Children also sharpen problem solving skills through play. Many of their "games" require answers to problems or obstacles. Young children often imitate adult problems in an attempt to come to their

own conclusions and understandings. Finally, play is extremely beneficial for physical growth. Children love to run, hop, skip, and jump. Play is a natural and fun way to develop a healthy constitution. What is most important, however, is how children feel about play.

Children's Views

How do first and second grade girls and boys describe play? "Play is having fun." "Play is playing." "Play is playing games." "Play is doing what I want." To them play is not a complicated theory, it is simply play. Play is a natural part of their lives, it is something they want to do. It is important to note that children may not feel that they are playing if they are required to participate in an activity, even if the teacher feels the activity is "fun." Most children say they are playing when they freely choose the activity. Children also like to create their own activities and games. Creativity should be encouraged. It is important to remember that an adult's view and a child's view of play will frequently differ.

The types of activities children enjoy also differ with age and sex. Especially in first and second grade the sexes tend to stay segregated. A study by Blurton-Jones (1977) found that:

> On the playground, boys moved toward the periphery in large mobile groups, and they took part in many brief, social contact. The girls stayed closer to the staff and the center of the playground. Girls' play time was spent with one or two playmates, talking and playing with toys and art materials (Quoted in Hoppes, 1987).

Children are very influenced by sex roles and sex stereotypes in society. Their play often reflects these values, with some things being labelled girls' play and others boys' play. However, there are many activities that boys and girls enjoy and participate in. With the children we talked to, the girls listed playing dolls, painting, coloring, and talking as favorite play times. The boys preferred playing with balls, wrestling, playing games, and bike riding. Both boys and girls liked games with balls, outdoor activities such as water games, swimming and bike riding, and commercially prepared toys. Another big favorite was playgrounds, although boys tend to be more aggressive on the equipment compared to girls. The crux of the matter is that children love to play and they need to play. Play is often used in preschool and kindergarten programs, but much less in the early grades. What can a first and second grade teacher do to incorporate play into the classroom environment?

Applications for Teaching

Children in the first and second grade are eager to learn but they are entering into a new type of environment for which they may not yet be ready. According to Caplan and Caplan (1974),

> When they enter the academic world, six to nine year olds have drummed into them that they are now leaving the "Play" stage and entering the "work" stage of their lives. For children who are not ready to give up their playing, this pronouncement can create a distaste for study that lives on and on (225).

Children should not be expected to sit and study like adults. Teachers need to provide a play environment for children in the early grades. Play should be mixed with "work" to provide an effective learning environment. Teachers should consider the following when providing for play:

- Equipment must be safe and of an appropriate age level.
- Provide indoor and outdoor play year-round.
- Incorporate play into the curriculum.
- Teachers must have a good attitude towards "playing."
- Encourage spontaneous and creative play.
- Try to discourage sex-stereotyping in play.

• Provide play areas where children can succeed in what they choose to play.

There are many ways to use play in a classroom. One idea is to provide play centers. Various centers can be set up to include such activities as arts and crafts, puzzles, blocks of various shapes and sizes, animals, and dolls, and various household items. Allow the children time to explore and play in these centers. Of course, there must be rules as to the appropriate time to use centers and the number of students in one center at a time. Using games and imaginative play as part of a lesson are good ways to have fun and learn. Allow the children to make up their own plays as part of a drama unit. Encourage the use of costumes and props. Let the children use their own ideas in the presentation. Another effective concept is a play store. Allowing students to play "store" or "shop" is a great way of teaching math.

There are a number of good books on indoor games. One we have found to be excellent is *The Elementary Teachers' Handbook of Indoor and Outdoor Games* by Art Kamiya. Recess should be an exciting time for most young children. For many it is the favorite part of the day. Some equipment that should be provided during play times are balls of all sizes, jump ropes, scooters, chalk, boxes, barrels, tires, etc. When children are playing outdoors it should be "okay" for them to play i the dirt and the sand. During the winter snow play is very enjoyable and playing with water in the summer is also a favorite activity. Children on the playground can come up with all sorts of games to play and, although it may not seem organized to adults, a lot of learning is going on in these play times. Some of the old time favorites of first and second graders include tag and dodge ball. There are variations on these games that the teacher can introduce. One of these is a game called "superman." In this game four students are selected to be "it." They try to tag others and once someone is tagged they must "freeze" until another play crawls through his/her legs and then they may start running again (Kamiya, 1985). This is a fun game for children which has neither winners nor losers.

Indoor and outdoor play must be an integral part of a child's life in school as well as at home. Play allows expression of feelings, role playing, role identification, cognitive development, and just plain fun. It is a basic need and right of every child. With young children in the first and second grades, play can be a vital learning tool.

Note

The pioneering work and monumental contribution to play theory made by Brian Sutton-Smith needs to be emphasized. His prolific contributions to the literature of play should be tapped. For example, see *Games of New Zealand Children*, Berkeley, 1959. *Folk Games of Children*, Austin, 1982, and more recently, "Will Children's Play be Terminated?" *Graduate School of Education, University of Pennsylvania Newsletter*, Spring 1988, 4. An excellent interdisciplinary and cross cultural review of play can be found in The Many Faces of Play, edited by K. Blanchard, Human Kinetics, Champaign, 1986. This volume represents the ninth in the series put out by the Association for the Anthropological Study of Play and is the proceedings of their 1983 National Convention held in Baton Rouge, Louisiana.

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News/Dates/Announcements

Two Montana Women Chosen as Outstanding Physical Education Majors

The 1989 Outstanding Physical Education Major of the Year Award Program, sponsored by NASPE and the Broderick Company, culminated with a recognition luncheon held during the AAHPERD National Convention in Boston, MA. This year 211 colleges and universities in 48 states plus the District of Columbia and Puerto Rico identified students to receive this award. Among those receiving the award were Montana students, Tara Louise McKittrick (University of Montana) and Evonne Goroski (Eastern Montana College).

Every college/university with a major in physical education is invited to participate in the program. Each institution develops the criteria to identify the outstanding major of the year for their program. In addition to the recognition luncheons, each award winner was presented a certificate by NASPE President Annie Clement. Each winner also becomes a member of the Elite Corps for three years. Special sessions are planned for Elite Corps members at the National Convention. Students meet with professional leaders to discuss issues in our field, increase awareness of AHPERD/NASPE activities, and support professional growth and service.

Application forms for the 1990 Outstanding Physical Education Major Program are available from the NASPE office.

Montana AHPERD Holds Centennial Rendezvous

Information provided by Emilee DeKam

Jump Rope Demonstration Teams were ushered into Helena, Montana, on March 1, 1989, with a huge snowstorm and temperatures below zero. Several teams drove, coming from all directions, some from distances as far as 600 miles. The teams from Alaska, New Hampshire, Nevada, Arizona, and New Mexico arrived by air. Jumpers from the southwest immediately ran out for hands full of snow, squealed, and raced back into the airport lobby, exclaiming, "Oh, it's cold!" All came to participate in the Montana Centennial Rendezvous.

The next three days were spent sharing jumping skills, making new friends, visiting schools, giving school assemblies, experiencing Montana, providing an all-comers workshop, promoting Jump Rope for Heart, and rehearsing for the big show. All teams were in action for the Jump Rope Extravaganza, a public performance for a packed house at the Capital High Gym.

The Hot Dogs USA, five-time International Jump Rope Championship Team from Kirkland, Washington, served as the coordinating and teaching team for the Rendezvous. It was wonderful to see the teams all working together and rewarding to watch the enthusiasm and increase in skill levels they exhibited.

Eight states and four Canadian provinces were represented at the Rendezvous, including four teams from Montana. Thank you Bob Melson and the Hot Dogs USA, coaches, Jump Rope teams, Montana Heart coordinators: Greg Newman and Tito Beltran, MAHPERD coordinators, Jeri Domme and Emilee DeKam, and the support of all who made the event possible. Montana Centennial Rendezvous was a Jump Rope success!

District and State Office Names New Advisors

As part of the District and State Relations Office rotation of advisors, Director Mark Pankau has announced the new Advisory Committee members: Cheryl Norton (Metro State College, Denver), Past President of the Colorado AHPERD, and Larry Hensley (University of Northern Iowa), Executive Director of the Iowa AHPERD. Replacing President-Elect Doris Corbett is Jim Kent (University of Delaware), Eastern District Representative to the Alliance Board of Governors. They join Kathy Lawyer (NDA), Bob Doering (Southwest District), and Jeri Domme (Montana).

The District and State Relations Advisory committee meets at the National Convention and at district conventions and leadership conferences throughout the year. Committee members receive pertinent information from the office director and maintain open communications with one another. One of the key projects is their view of an Applied Strategic Plan for the District and State Relations Office.

Send in your articles and news!

Articles are solicited on...

- *Computers in Health & PE*
- *Research Projects*
- *Philosophical Esays*
- *Physical Fitness*
- *Curriculum*
- *Testing*
- *New Ideas and Activities*
- *Pedagogy*
- *Legal Issues*
- *Adapted PE*
- *Book Reviews*
- *Outstanding Students, Teachers or Programs*

Students are invited to attend the National Student Leadership Conference...

AAHPERD, the Student Action Council (SAC), and the Aggie Alliance would like to announce the first National Student Leadership Conference will be held at Texas A&M University, November 17-19, 1989. The first National Student Leadership Conference (NSLC) is being hosted by the Aggie Alliance, the 300 plus member student majors club at Texas A&M University dedicated to the professional growth of Health and Physical Education majors. The conference is being sponsored by the AAHPERD. Each state association is encouraged to sponsor one or two outstanding student leaders and send them to College Station, Texas for intense training in leadership skills and professional growth.

The student leaders of today are the professionals of tomorrow. Participants in the NSLC will have opportunities to discuss current issues in the field and attend workshops presented by national leaders in the profession. The conference will provide an opportunity for future professionals from around the nation to share ideas, knowledge, skills, and experiences. Participants will be reminded of the critical importance of the Health and Physical Education fields, and will learn more about professional opportunities for local, state, and national service.

For more information and an application contact Roger Kurtin, Conference Coordinator, National Student Leadership Conference, 166 Read Building, Texas A&M University, College Station, TX 77843. Deadline for registration is October 1, 1989.

Coming Together is the Beginning
Keeping Together is Progress
Thinking Together is Unity
Working Together is Success

WORKSHOPS IN ADAPTED PHYSICAL EDUCATION

Physical Education & Special Education Personnel:

The University of Montana's Adapted Physical Education Program will be offering workshops during the 1989-90 academic year. Workshops have been given in Libby, Dillon, Conrad, and Butte, while future workshops are in preliminary planning stages for Forsyth and the Bitterroot Cooperative. Below is a finite list of possible topics to be presented.

Assessment: Several psychomotor assessment devices are available for teacher training, including the Bruininks-Oseretsky Test of Motor Proficiency and the Peabody Developmental Scales. Available devices cover psychomotor testing for preschool- through secondary-aged students in areas ranging from large motor development to health-related fitness.

Multidisciplinary Planning/Involvement: Presentation covers the "Multidisciplinary Team Approach" to service delivery in adapted physical education. Strategies are presented to ensure effective, ongoing communication between professionals. The "Child Study Team" (CST) meeting is examined and demonstrated.

Program Development: Identification and development of the framework for an adapted physical education program are discussed, as well as the functions and roles of key service delivery personnel. A "needs assessment" is provided with a follow-up discussion leading to solutions and prescriptions for individualized program development.

Teaching Techniques & Strategies: Presentation explores teaching methodologies for successful implementation of adapted physical education programs to selected populations. Included are strategies for adapting and modifying developmental activities/games for all handicapping conditions in segregated and integrated settings.

IEP Writing & Implementation: Presentation will assist professionals in developing, writing, and implementing long term goals and short term instructional objectives in adapted physical education. Strategies for annual evaluations and ongoing monitoring of student objectives will be discussed, along with legal mandates and implications.

On-Site Technical Assistance: This item is for teachers who are operating within an already established adapted physical education program but need some technical assistance in teaching strategies, methodologies, and adaptations for their students. Technical assistance is provided at the school site following observations.

If you are interested in having a workshop presented at your school or agency, please contact Ron Zeman or Tom Whiddon at the University of Montana (1-243-5256).

ALLIANCE DIRECTORY

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Nominations for Alliance President-Elect Accepted Until October 15

Any member of the Alliance may suggest nominations to any member of the Nominating Committee (see below). The letter of nomination should outline the candidate's contributions and state why the candidate should be considered. Each person nominated will be invited by the chair to submit his or her name as a candidate by completing the appropriate form which requests vita information, responses to selected questions, and an indication of the nominee's willingness to serve, if elected. All application materials must be postmarked by October 15, 1989.

Nominees for the office president-elect must have the following qualifications:

- A candidate must have held five years' continuous membership in the Alliance immediately prior to election.
- No individual is eligible for re-election to the same office unless that person shall have served less than six months from the date of the election.
- No person may hold more than one Alliance elective office at the same time.
- No person may be a final slate candidate for more than one elective Alliance office during any election meeting.

Nominating Committee 1989-1990

Committee Chair
Patricia Fehl
284 Coliseum
West Virginia University
Morgantown, WV 26506-6116
(304) 293-4812

Northwest District
Carol Soleau
Women's Building
Oregon State University
Corvallis, OR 97331-6802
W: (503) 754-2631; H: (503) 757-7175

Mark your calendar
for the MAHPERD Convention !
October 19-20, 1989
Quality Inn - Great Falls High
Make reservations and register early!!

Nominations for Alliance Scholar Are Invited

The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) began its Alliance Scholar Program in response to a commitment to "encourage and facilitate research which will enrich the depth and scope of health, leisure, sport, and movement-related activities, and to disseminate the findings to the profession and other interested and concerned publics."

Nominations for the Scholar are reviewed by a committee, and recommendations are presented to the AAHPERD Executive Committee. Nominations may be submitted by any Alliance member or by a representative of an Alliance structure (state, district, association). The prescribed format to be used by the nominator shall be as follows:

1. Sponsor's Statement - importance of scholarly work (1/2 page)
2. Personal Data (1/4 page)
3. Education (1/4 page)
4. Professional Experience (1/2 page)
5. Honors -- international, national, state, etc. (1/2 page)
6. Publications -- provide a summary before listing under separate categories: i) books or monographs; ii) refereed articles; iii) abstracts; iv) chapters in books, etc.; and v) nonrefereed articles (maximum of 6 pages)
7. Invited Presentations - limit to the 15 most important and summarize as to level, e.g., national (maximum of 1 page)
8. Professional Organizations and Activities - indicate membership, offices held, and years of service (maximum of 1 page)

NOTE: The entire submission should not exceed 10 pages.

Nominees must meet the following qualifications:

1. Have a scholarly record as evidenced by publications and scholarly presentations.
2. Be currently producing scholarly materials.
3. Provide evidence of in-depth study in a specific area of Alliance concern.
4. Be a member of the Alliance.
5. Be capable of communicating to groups in the various disciplines.

The Alliance Scholar will be expected to be responsible for the Alliance Scholar Lecture, to be delivered at the annual AAHPERD National Convention, plus two public presentations. A stipend accompanies the appointment as Alliance Scholar to cover the related responsibilities. Each annual Scholar also receives an appropriate recognition plaque.

The Alliance Scholar Committee will be chaired by Christine Wells, Arizona State University. Nominations must be submitted in the correct format to the AAHPERD Staff Liaison, Elsa Nygard, 1900 Association Drive, Reston, VA 22091, with a postmark deadline of, and including, October 15, 1989. Materials received after that date cannot be considered.

National Dance Association
1900 Association Drive, Reston, Virginia 22091
Tel.: (703) 476-3436/5

RECOGNITION OF OUTSTANDING DANCE STUDENTS

This year the National Dance Association will again recognize an Outstanding Undergraduate Dance Major from each college and university, extending the program to include Undergraduate Dance Minors and Graduate students in Dance. Colleges and universities with Major, Minor, and graduate programs in Dance can recognize one student in each of these categories or only recognize a student in the category that applies to their institution.

The purpose of this recognition program is to provide an incentive to encourage students to strive for excellence in their education as well as have the opportunity to be recognized for their achievements. Each institution is responsible for developing their own criteria to identify their student for recogntiion. Each student will receive a certificate that will be presented to them at the 1990 AAHPERD National Convention in New Orleans. In the event that the student is unable to attend the convention, the certificate will be mailed to the student after the convention. In addition, the names of the recipients will be published in the National Dance Association newsletter, *Spotlight on Dance*. The student recipients will be responsible for convention registration, travel, meals, and lodging while attending the convention.

NDA is excited about continuing this program into its second year and looks forward to your enthusiastic support.

Students may be nominated using the following format (please type or print):

- Name and Address of Recipient
- Name and Address of Institution
- Write a brief paragraph outlining the accomplishments of the student
- Name, Address, and Phone of the Endorser of Recipient

Send information on a separate form for each Major, Minor and Graduate student nominated.

All information must be received by **FEBRUARY 1, 1990**.

Mail to: **Theresa Purcell**
Dance Education V.P.
29 Thropp Ave.
Trenton, NJ 08610

An Association of the American Alliance for Health, Physical Education, Recreation, and Dance

Sport Sense Still Available

NASPE is pleased to announce the continued availability of Sport Sense, an educational program for physical and sport educators designed to promote the importance of safe exercise, responsible sports participation, and overall physical fitness. The program, made possible through a grant from the Advil Forum on Health Education, has been requested by over 6,000 junior and senior high schools nationwide.

Through a variety of educational teaching tools, the program dispels common misconceptions about exercise, fitness, and injury. Classroom materials, designed for use in Grades 7-12, include:

- A comprehensive 30-minute, three-part videotape which communicates the value of safe exercise in an exciting, appealing way. The video features baseball pitcher, Nolan Ryan, New York Giant's head athletic trainer, Ronnie Barnes, and Dr. Peter Bruno, consulting physician at the James A. Nicholas Institute for Sports Medicine and Athletic Trauma at Lenox Hospital in New York and internist for the New York Rangers and Knickerbockers.

- A guide that provides teachers with suggested plans for introducing each activity into the classroom, and additional information to expand the scope of the program, if desired.

- A series of reproducible classroom worksheets/teaching masters that provide enjoyable educational activities to encourage student involvement and classroom discussion. Activities consist of both written exercises -- true-and-false questionaires, fill-in-the-blank quizzes--and in-class physical observations such as examining pulse rate and exploring range of motion.

An order form is provided on the next page.

Sport Sense Registration and Order Form

_____Yes, please send me the nonprofit educational Sport Sense kit. I've enclosed a check for $15 made payable to Daniel J. Edelman, Inc. to cover production costs, postage and handling of the VHS $^1/_2$" videotape.

_____Please send only the FREE educational Sport Sense print materials.

Name _____Title_____

Name of School _____

School Address _____

_____

Telephone _____

Approximate number of teachers who will be sharing this kit _____

Approximate number of students who will be sharing this kit _____

Comments:

Please send this form to: Sport Sense
c/o Advil Forum on Health Education
1775 Broadway, 22nd Floor
New York, NY 10019

Attn: Wendy Zimmerman

Please allow 6-8 weeks for delivery. Address all correspondence relating to your order to the address provided above.

JOIN THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

Yes, I want to join the American Alliance.

Name (Mr.)(Ms.) _____

Address _____

City _____

State _____ Zip _____

Home telephone ( ) _____

Office telephone ( ) _____

I wish to obtain the following periodicals:

- ☑ Update (an automatic benefit of membership)
- ☐ Journal of Physical Education, Recreation and Dance
- ☐ Health Education
- ☐ Research Quarterly for Exercise and Sport

I select membership in the following association(s) of the American Alliance: (Circle two boxes, indicating your first and second choices. You may select one association twice. Each association receives a portion of your dues.)

- [1] [2] American Association for Leisure and Recreation (AALR)
- [1] [2] National Dance Association (NDA)
- [1] [2] Association for the Advancement of Health Education (AAHE)
- [1] [2] Association of Research, Administration, Professional Councils and Societies (ARAPCS)
- [1] [2] National Association for Girls and Women in Sport NAGWS)
- [1] [2] National Association for Sport and Physical Education (NASPE)

My highest education level is:

- ☐ Undergraduate Studies (US)
- ☐ Bachelors Degree
- ☐ Masters Degree (MD)
- ☐ Doctorate Degree
- ☐ Post-Doctorate Study (PS)
- ☐ Other (OT)_____

I select the following membership option, based on my status in the profession and my choice of periodicals. (Student rates apply to only full time students.)

Update plus:	Professional	Graduate Student	Undergrad. Student
Any one periodical*	☐ $42	☐ $25	☐ $22
Any two periodicals*	☐ $62	☐ $45	☐ $42
Any three periodicals*	☐ $82	☐ $65	☐ $62

The Journal of Physical Education, Recreation and Dance is published nine times a year — January, February, March, April, May/June, August, September, October, and November/December. Please allow 4-6 weeks for first delivery.

*Add $5 for each periodical mailed outside the U.S. or Canada (except Update).

I work primarily in this employment area:

- ☐ Elementary (1)
- ☐ Secondary (2)
- ☐ Community/Junior College (3)
- ☐ College/University (4)
- ☐ Agency (5)
- ☐ Business/Industry (6)
- ☐ Hospital/Clinic (7)
- ☐ Recreations/Parks (8)
- ☐ Other (9) _____

I am remitting my dues:

- ☐ by enclosed check, payable to AAHPERD
- ☐ by charge ☐ VISA ☐ MasterCard

Card # _____

Exp. date _____

Signature _____

Four dollars of your dues are allocated to Update, and twelve dollars per each selected periodical.

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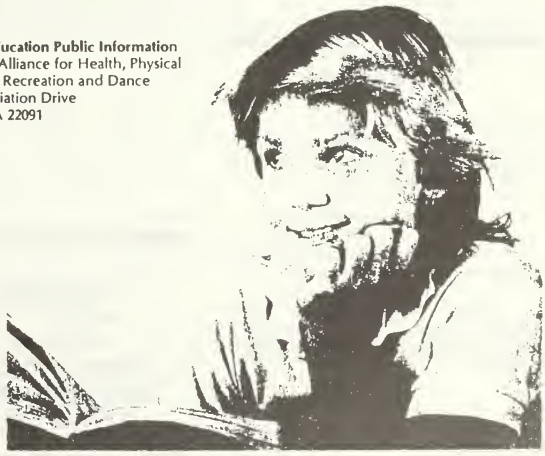
CAN PHYSICAL EDUCATION HELP IMPROVE YOUR CHILD'S LEARNING?

pepse

Physical Education Public Information
American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091



You bet it can! Many young children have been wrongly categorized as "slow learners" because of perceptual motor lags which could be detected and corrected by an experienced physical education specialist. But to do the job, P.E. specialists need to be in our elementary schools with individualized instruction for young children in muscle coordination and body control . . . *in movement education.*

A Successful Teacher Shapes the Future

You Can Be That Teacher with Educational Materials From The Recognized Leader In Fitness

The American Alliance for Health, Physical Education, Recreation, and Dance

Comprehensive Guide

An indepth text to guide you in developing a successful health fitness curriculum.

- Emphasis on fitness assessment and education
- Tools to involve the teacher, student, and family in learning fitness concepts and related activities to live healthier lives.
- Information on health fitness related test and program components: Aerobic endurance, Muscular strength and endurance, Flexibility, and Body composition.
- Resources to motivate students using goal setting and recognition of participation and accomplishments

0-88314-414-X
Cost: $6.95

Educational Kit

A teaching package designed to help teachers shape their students' future.

- **Program guidelines and appraisal**
- **Reproducible samples:**
  - Welcome letter to parents
  - Student and class record cards
  - Report card and activity log
  - Teaching ideas on sturdy 3x5 cards include fitness concepts with supporting activities to enhance students' physical fitness and health
- **The Physical Best Mini-Manual**
- **Guidelines for the recognition system**

K-6 246-28570
6-12 246-28576
Cost: $27.95

Save 10%

Order the Physical Best Package—

- ***Educational Kit***
- ***Comprehensive Guide***
- ***Computer Software***

For only $62.95
you can teach with the materials from the recognized leader in fitness education!

K-6	0-88314-416-6 IBM
6-12	0-88314-417-4 IBM
K-6	0-88314-419-0 Apple
6-12	0-88314-420-4 Apple

Physical Best is a physical fitness education and assessment program designed by educators for educators.

Computer Software

The Physical Best Computer Software used with the fitness testing program will generate:

- **Individual student reports**
- **Class composites**
- **Recommended activities**
- **Student progress toward goals**
- **Tracking system for recognition**

Easy to use. Runs on 64K Apple II, IIe, III, and 256K IBM PC, XT, and AT. Use our **toll-free help line** for technical assistance Monday-Friday, 8am-5pm Central Standard Time.

Demonstration disk available while supplies last. *Send $1.50 to cover postage and handling to:*
AAHPERD Demo Disk
1900 Association Drive
Reston, VA 22091

0-88314-415-8 IBM
0-88314-418-2 Apple
Cost: $34.95

Recognition Program

Fitness Activity Award–designed to reward participation and effort.

Fitness Goals Award–designed to reward effort and achievement of individual goals.

Health Fitness Award–designed to reward effort and achievement in reaching a healthful fitness standard.

Cost: $1.25 each
NOTE: Order badges by grade level (K-12)
(See order form)

Fitness Order Form

DESCRIPTION		UNIT PRICE	QTY.	AMOUNT DUE
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Computer Software - IBM	0-88314-415-8	$34.95		
Computer Software - Apple	0-88314-418-2	$34.95		
Educational Kit #1 (K-6)	246-28570	$27.95		
Educational Kit #1 (6-12)	246-28576	$27.95		
Ed. Pkg. (Kit, Guide, Soft.) (K-6) - IBM	0-88314-416-6	$62.95		
Ed. Pkg. (Kit, Guide, Soft.) (K-6) - Apple	0-88314-419-0	$62.95		
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Fitness Activity Badge - Grade 3	246-28502	$1.25		
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Fitness Goals Badge - Grade 3	246-28526	$1.25		
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Fitness Goals Badge - Grade 7	246-28534	$1.25		
Fitness Goals Badge - Grade 8	246-28536	$1.25		
Fitness Goals Badge - Grade 9	246-28538	$1.25		
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Fitness Goals Badge - Grade 11	246-28542	$1.25		
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Health Fitness Badge - Grade 12	246-28568	$1.25		
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			SHIPPING/HANDLING	
		VA add 4.5%, MD add 5%	**TAX**	
			TOTAL	

HOW TO ORDER:
Use this convenient order form. Be sure to provide all requested information. *Do not send cash or postage stamps.*

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To place your order by phone, call (703) 476-3481 or 476-3400. Institutional purchase order or Visa/MasterCard required for phone orders. ($10.00 minimum). Shipping and handling charges will be billed.

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All orders must be accompanied by payment or official purchase order. ($10.00 minimum). Shipping and handling charges will be billed.

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(Note: Foreign orders must be prepaid & in U.S. currency.)
Include shipping and handling charges with your payment.
Please check appropriate box:

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☐ Charge ($10.00 minimum) ☐ Visa ☐ MasterCard

Print card number clearly
(Visa is 13 or 16 numbers; MasterCard is 16 numbers.)

Expiration Date: _____

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City State Zip

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PLEASE ALLOW 2-4 WEEKS FOR DELIVERY

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AAHPERD Publications
P.O. Box 704
Waldorf, MD 20604

Get the *STRATEGIES* Advantage!

Strategies is a new publication for **Physical and Sport Educators.** Jointly sponsored by the National Association for Girls and Women in Sport and the National Association for Sport and Physical Education, *Strategies* readers include teachers, coaches, administrators, athletic directors, and others in the field.

Strategies uses a problem-solving approach: emphasis is placed on **applying** research to daily practice. Judith Cole, a professor at the University of Mississippi, said of a recent issue, "I found something in every article that I was able to put to use – some in my own teaching, some with student teachers, and some of the information I passed along to an athletic coach who was able to use it also."

Strategies encourages **collaboration** between professionals in the field and university-based educators. Articles bring expert knowledge and information to professional problems in ways that enable readers to apply them to their own situations.

Now in its second year of publication, *Strategies* is receiving **rave reviews** from Alliance readers. NASPE Past President Chick Hungerford states: "The tremendous response to the first few issues tells us that we have succeeded in providing physical and sport educators with a meaningful, exciting journal that they can call their own."

Subscribe Today!
Six issues per year for only $10

Fill out the order form below and give yourself the *Strategies* advantage now!

STRATEGIES Subscription Form

☐ I am an Alliance member – please start my subscription today!

Membership Number _____
(Subscriptions cannot be processed without your member number)

☐ Please send me membership information so that I can get the *Strategies* advantage!

Name _____
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Make checks payable to AAHPERD. Mail this form to Alliance Subscriptions Department, 1900 Association Drive, Reston, Virginia 22091.

Method of Payment $10/year

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GUIDELINES
for Contributing Authors
to the
Montana Journal of Health, Physical Education, Recreation and Dance

GUIDELINES FOR PREPARATION OF MANUSCRIPTS

The *Montana Journal* is published each February and September by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor, *Montana Journal*, Department of Health and Physical Education, University of Montana, Missoula, MT 59812. The title of the manuscript, the authors' names and affiliations, mailing address of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPTS

Manuscripts must by typed on $8\frac{1}{2}$" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association*, 3rd ed., (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

Deadline Dates for Submitting Materials to the *Montana Journal*

News/Dates/Announcement/Manuscripts

February Issue:	January 15, 1990
September Issue:	August 15, 1990